DOCUMENT RESUME

ED 177 145 SP 014 840

TITLE	A First Year Report Submitted to the National Institute of Education (NIE) February, 1979.
INSTITUTION	American Federation of Teachers, Washington, D.C.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Feb 79
CONTRACT	400-77-0092
NOTE	26p.; Photographs may not reproduce clearly
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Advisory Committees; Clearinghouses; Information Networks; *Inservice Teacher Education; Program Descriptions; *Resource Centers; *Teacher Associations; *Teacher Centers
IDENTIFIERS	*American Federation of Teachers

ABSTRACT

Five project activities of the American Federation of Teachers Teacher Center Resources Exchange are described in this report. The activity, rationale, accomplishments, and suggestions for modification are presented for the following group projects: (1) teacher center advisory group; (2) teacher center state network; (3) teacher center conferences; (4) teacher center resource clearinghouse; and (5) a manual on teacher center project development for teacher leaders. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED177145

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. Pauth
(American Federation of Teachers)
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A FIRST YEAR REPORT SUBMITTED TO
THE NATIONAL INSTITUTE OF EDUCATION (NIE)
FEBRUARY, 1979

RENEE GONZALEZ
NIE PROJECT OFFICER

PAT WEILER
PROJECT DIRECTOR
AMERICAN FEDERATION OF TEACHERS

M. SOILA POSAS
PROJECT SECRETARY
AMERICAN FEDERATION OF TEACHERS

SP014840

The work upon which this publication is based was performed pursuant to Contract No. 400-77-0092 of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.

PW:msp
opeiu#2-aflcio

TEACHER CENTERS: Planning For The 1980'S

OVERVIEW

It is not merely a coincidence that the AFT Teacher Center Resource Exchange was created the same year that the USOE Teacher Center Program initiated its activities. Teacher Center Regulations were printed in the Federal Register January 11, 1978 and the AFT Teacher Center Project was begun February 14, 1978. In the teacher center regulations, the development of teacher center policy boards with a majority of classroom teachers and the hiring of teacher center staff presumes that teacher leaders are informed and skilled in their leadership role. Hence, the theme of the AFT Teacher Center Resource Exchange (TCRE) is "teacher leadership through resource exchange." Among the nearly one-half million AFT members in 2,000 locals, there are large numbers of classroom teachers who have indicated an interest in becoming involved in the teacher center program. They need to become more informed regarding the USOE Teacher Center Program, the concept of teacher centers and have an opportunity to develop new skills in project development, and collaboration.

A teacher majority on the policy board mandated by the USOE Teacher Center Regulations is a new facet in the mechanics of an inservice program. Although there has been some change in the role of the classroom teacher in his/her inservice programs, in many districts, that role remains one of participant.

In a survey of 428 AFT locals in November, 1978, only 12% of the teachers were involved in the governance of their own professional development programs. In 88% of the locals surveyed, teachers have little or no involvement in the needs assessment process. In some cases teachers are "asked what topics they want, but the rest is handled by the administration." In some cases local presidents pointed out that there was"no inservice program at all for the teachers."

Even a quick glance at this representative sample of district inservice programs points to the fact that a teacher leadership training program is an essential component for the survival and continued growth of teacher centers. Classroom teachers "are inexperienced in grant writing" and other skills related to teacher center development. The experience of the first year of teacher leadership training by the AFT Teacher Center Resource Exchange demonstrates the adaptability of classroom teachers to their new leadership role.

PROJECT ACTIVITY

AFT Teacher Center Advisory Group

The AFT Teacher Center Advisory Group nominated by the AFT Executive Council and appointed by Albert Shanker, AFT President, perform an advisory function. Each member is available as a consultant to locals within their area and will provide information on the various aspects of the teacher center program upon request. Members have visited a variety of different centers, interviewed teacher center staff and have first-hand information to share with interested teacher center leaders.

RATIONALE

(1) Consultants and teacher center resource persons should be easily accessible to local teacher center leaders. (2) AFT Teacher Center Resource Exchange (TCRE) must continue to provide supportive services to AFT classroom teachers in all parts of the country.

ACCOMPLISHMENTS

AFT Teacher Center Advisory Group (TCAG) members are actively involved in USOE teacher center projects and act as linking agents between the AFT national office and AFT locals. Members include: New York Teacher Center Consortium Director, Myrna Cooper; Gary Teacher Center Policy Board Chairperson, Earline Rogers; teacher center policy board members: Philadelphia Project, Jack Steinberg; Rochester Project, Nancy Kleintop; teacher center policy board resource persons: Great Neck Project, Zita Areman; Florida Projects, Rod Davis; Massachusetts Projects, Francis Martin; Detroit Project, Margaret Tuovilla; Chicago Teacher Center, Tom Feeley and Jacqueline Vaughn; DC Teacher Center, Lynwood Williamson; Portland Project, David Mesirow; San Francisco Project, Julia Koppich.

Members also act as consultants for teacher center conferences and assist in planning mini AFT QuEST conferences at the state and local levels.

Earline Rogers is the teacher center policy board chairperson of the Gary Teacher Center and Lynwood Williamson is a policy board member of the D.C. Teacher Center. Both projects were funded by USOE in 1978.

for addresses and phone numbers of AFT Teacher Center Advisory Group request TCRE List # 1

COMMENTS FROM TEACHER LEADERS

Members of T.C. Advisory Group acted as roving resource persons in mini-sessions. Teacher Center Conference, Detroit, Oct. 15-16, 1978.

- *Sunday afternoon session absolutely invaluable for (1) info; (2) support; (3) motivation.*
- *Sunday afternoon - invaluable resource.*
- *Expert conferences in the small group.*
- *Buzz sessions should be reported at other conferences.*

SUGGESTIONS FOR CHANGE — MODIFICATION

Since the initiation of the project, locals in the West and Northwest sections of the U.S. requested representations on the TCAG.

Teacher Center Advisory Group should be representative of all federation members including the West and the Northwest.

AFT TEACHER CENTER STATE NETWORK

PROJECT ACTIVITY

One AFT member has been designated as the State Teacher Center Resource person for each state.

RATIONALE

Interest in teachers' centers as a viable form of inservice education for teachers has received a tremendous impetus from the USOE Teacher Center Program. The AFT Teacher Center Resource Exchange receives on the average of 10 requests a week for information or technical assistance.

ACCOMPLISHMENTS

State network representatives developed a plan of action. For example, Edna Tourtelot in Colorado discussed the Teacher Center Program with the Executive Board and local presidents of the Colorado Federation of Teachers. She also had an informal conversation with Dr. Arthur Blome of the Colorado Department of Education to share insights she had gained from a recent AFT Teacher Center Conference. She has organized a teacher center file in the CFT office and has reports on teacher center activities in the local AFT newsletter.

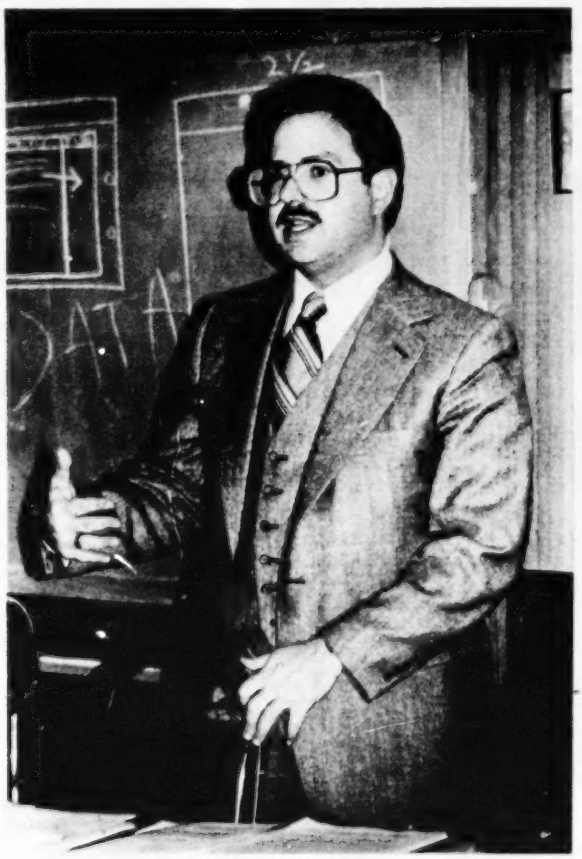
Ten western state network representatives had an opportunity to discuss state teacher center plans with teacher center coordinators at the San Francisco meeting of the National Council of States on Inservice Education (NCSIE). The AFT Teacher Center Conference (Regional) preceded the NCSIE meeting. Teachers had an opportunity to actively participate in discussions during the sessions.

for addresses and phone numbers of AFT Teacher Center State Network Representatives, request TCRE - List #2*

COMMENTS FROM TEACHER LEADERS

AFT Teacher Center Network Representatives attended the AFT Pre-Conference and NCSIE Conference in San Francisco Nov. 14-15, 1978.

- *"I was able to discuss in some detail teacher view of inservice education. (I was the only teacher present at this NCSIE session.)"*
- *"I have started on my PIZZAZZY proposal for a curriculum exchange that can be advertised as a model through the AFT TCRE."*
- *"The dual conference was a brilliant piece of strategy, not only were we able to share ideas and materials among ourselves; but I am convinced we had a substantial impact upon those attending the NCSIE convention. We provided them with the significant number of teachers."*
- *"...Have David Sherman give the entire conference."*
- *"The best and most informative session was David Sherman."*



SUGGESTIONS FOR CHANGE — MODIFICATION

Provide technical assistance to AFT Teacher Center Network persons in each state:

- for local, state and regional teacher center conferences; also sessions at mini-QuESTS and at State Conventions.
- for establishing a state-wide system of communication on teacher center development with locals in that state.

PROJECT ACTIVITY

Design and conduct conferences for Teacher Center Leaders, Teacher Center Policy Board members, chairpersons, directors and other staff members.

RATIONALE

The AFT Teacher Center Resource Exchange expects to develop a cadre of teachers with expertise in the operational aspects of teacher centers. Training sessions held for teacher leaders should result in thier ability to accept meaningful roles in teacher center development and operation. This will in turn enhance the possibilities for the success of teacher centers in the United States.

ACCOMPLISHMENTS

Teacher Leaders Skill Development In: Teacher Center Project Development, Proposal Writing, Interpretation of USOE Teacher Center Regulations

Teacher Center National Information Exchange - March 6, 1978
Washington, D.C.

Teacher Centers: A New Threshold - August 27, 1978 - Washington, D.C.

October 15-16, 1978 - Detroit, Mi.

December 3-4, 1978 - Washington, D.C.

TEACHER CENTER SESSIONS:

at AFT Convention in Washington, D.C.
Pennsylvania, Oregon, Florida, Georgia, Connecticut

AFT QuEST Conference in: Washington, D.C.

Focus on Teacher Centers at NYSUT Conferences, New Orleans Spring Conference and State Mini-QuESTS.

Teacher to Teacher Conference in Herkimer, New York

COMMENTS FROM TEACHER LEADERS

- "Conference surpassed my expectations in terms of organization, quality and usefulness."
- "The conference was terrific! I've met with our superintendent about teacher centers, I'm meeting with the Title I Director on Tuesday, so things look promising."
- "The conference was indeed beautifully coordinated and an exemplary model of a staff development experience."
- "Your efforts that made it possible for us to bring our policy board chairperson, who is a member of N.E.A. certainly make clear that you and the are interested in making teacher centers a reality."
- "Pat, you are my personal inservice master model--I learn more about group management every time I see you in action."
- "Additional time for small group sessions (this was repeated over and over)."

- *"More of the same."*
- *"This type of conference, exchange of info."*
- *"Have more conferences like this."*
- *"Continue and improve communication."*
- *"Send positive communications to other educators; Board of Education members, supervisors, etc."*

SUGGESTIONS FOR CHANGE — MODIFICATION

Future conferences should be two full days if the budget problem can be adapted. If not, national conferences should focus on in-depth sessions on one or two facets of teacher center development.

PROJECT ACTIVITY

A clearinghouse of materials on teachers' centers is maintained at the AFT Teacher Center Resource Exchange, resources are shared through a quarterly mailing to teacher center leaders. There is need for a comprehensive network of information gathering, retrieval, and dissemination accessible not only to AFT members, but to the public at large.

RATIONALE

American Federation of Teachers is in a position to make significant contribution to the effective implementation of teacher centers nationwide. AFT has the capacity to communicate with teachers and other educators in all geographical areas.

ACCOMPLISHMENTS

- Clearinghouse mailing list has increased 1,000%

  March 1, 1978 - 100 teacher leaders

  February 1979 - 1,000 teacher leaders

TO RECEIVE MAILINGS FROM AFT CLEARINGHOUSE, SEND YOUR NAME, ADDRESS & PHONE # TO: AFT TEACHER CENTER RESOURCE EXCHANGE, 11 DUPONT CIRCLE, WASHINGTON, D.C. 20036

- Six mailings were sent to teacher leaders on the Clearinghouse Mailing List.

  Quarterly mailings were sent

  Special announcements for USOE teacher center were sent

- Teacher center and other inservice articles, books, proposals, tapes and microfiche have been identified and made available in an annotated bibliography prepared with the assistance of the ERIC Clearinghouse on Teacher Education.

FOR A COPY OF THE ANNOTATED TEACHER CENTER BIBLIOGRAPHY, REQUEST TCRE LIST # 4

- Monthly articles describing teacher center activities have been published in ACTION and the AMERICAN TEACHER.

FOR REPRINTS OF ARTICLES, REQUEST TCRE # 5

- Teacher Center Leaders are kept informed regarding state inservice programs. Clearinghouse members were placed on National Council of States on Inservice Education (NCSIE) mailing list.

- The four papers prepared for the National AFT QuEST Conference were edited and published under the title Teacher Centers: A New Voice for Teachers in Teacher Education. Copies were distributed at national and local Inservice Conferences.

- A "People Resource Bank" of consultants has been compiled. Names of consultants for teacher center conferences are available upon request.

FOR NAMES OF CONSULTANTS CALL: PAT WEILER
AFT TEACHER CENTER RESOURCE EXCHANGE
202/797-4461

COMMENTS FROM TEACHER LEADERS

- *"Please send me information about teacher centers (approximately 200 responses to teacher center articles in publications)*
- *"Establish a regular system of communication."*
- *"Share teacher center success stories and how problems were solved."*
- *"Continue supplying information."*
- *"Keep us informed about what is happening--be a facilitator as we do our thing."*
- *"Exchange of info--follow up on progress of applications" (two mailings from Clearinghouse was designed to meet this need).*

SUGGESTIONS FOR CHANGE—MODIFICATION

- Focus on USOE funded teacher centers in AFT publications.
- Collect unpublished articles for the Teacher Center Clearinghouse.

PROJECT ACTIVITY

The AFT Teacher Center Resource Exchange has made a project development manual available to teacher center leaders.

RATIONALE

Teachers involved in teacher center project development as policy board members are aware of their need for skill in planning the teacher center project, collaboration with other members on the policy board, writing the proposal and identifying teacher center resources. No comprehensive publication was available.

ACCOMPLISHMENTS

Teacher Centers: Putting the Pieces Together for Success (Part I) was published and widely distributed.

The publication addresses the following topics:

- Analysis of Teacher Center Regulations (USOE)
- Collaboration (LEA, IHE)
- Budget Analysis
- Needs Assessment and Interpretation
- Program Design
- Personnel and Staffing
- Evaluation
- Resource Directory
- Annotated Bibliography

Manual was described in the American Teacher, and has been made available in all 2000 locals, SEA coordinators and other teacher center leaders.

FOR A COPY OF THE MANUAL:

REQUEST: TEACHER CENTERS: PUTTING THE PIECES TOGETHER FOR SUCCESS

(Send $5.00 to cover printing and mailing costs)

COMMENTS FROM TEACHER LEADERS

- *"The material you put together is excellent and will be most beneficial as we sit down to revise and write the new proposal."*
- *"I am printing 30 copies of the manual--I can't wait to get them through the mail...I want everyone to have a copy."*
- *"_____ from New York SEA did compliment the AFT manual at our conference and suggested teachers use it."*
- *"Your manual is great."*
- *"Please send another copy of your manual. Teachers want to borrow my copy, but I don't want to let it out of my sight--it's too valuable."*
- *"I received pulications from my grantsmanship conference but you manual is much more comprehensive than anything I have now."*
- *"Please plan longer sessions."*
- *"Two days of 'mini-sessions' rather than one--more time."*
- *"Continue with current undertakings."*

AFT INSERVICE SURVEY

The focus of AFT Teacher Center Project activities is determined through an ongoing needs assessment of teacher center leaders. Telephone conversations, interviews, and written surveys conducted weekly provide the data necessary to develop relevant conferences and publications.

A group of presidents from 428 AFT locals in 36 states were asked to describe:

- the type of inservice programs that was provided for their members
- the kind of professional development programs that are needed by their members

Results of the survey will be utilized by the AFT Teacher Center Resource Exchange Director in the development of project plans for 1979-80.

AFT LOCALS PARTICIPATING IN INSERVICE SURVEY 1978

	Teachers are involved in the governance of district inservice programs	Teachers are not involved in the governance of district inservice programs, or. . . there is no district inservice program
Alaska	1	0
Arizona	1	6
California	6	21
Colorado	1	4
Connecticut	2	10
Delaware	0	1
Florida	2	4
Georgia	0	2
Hawaii	0	1
Illinois	2	23
Indiana	3	5
Iowa	0	1
Kentucky	1	1
Louisiana	0	8
Maryland	1	4
Massachusetts	0	9
Michigan	6	8
Minnesota	3	25
Mississippi	1	7
Missouri	1	5
Montana	1	3
Nebraska	1	0
New Hampshire	0	1
New Jersey	2	9
New Mexico	0	5
New York	16	150
North Carolina	0	4
Ohio	0	10
Oklahoma	0	1
Oregon	0	4
Overseas	1	0
Pennsylvania	1	10
Rhode Island	0	1
Tennessee	0	2
Texas	0	7
Vermont	1	2
Virgin Islands	0	1
Washington	1	4
Wisconsin	3	9
West Virginia	0	1
Canal Zone	0	1
TOTAL	58	370

STUDENTS AND TEACHER CENTERS

1979 has been designated as the International Year of the Child (IYC). AFT members join other educators this year in focusing on our most valuable resource, our children.

When asked to describe the type of inservice education needed in their districts, many local presidents listed programs that would enable teachers to create a more positive learning environment for students in their classrooms.

Programs would include:

- o introduction to new textbooks, maps and media for meeting individual student needs
- o on-site demonstrations by competent system teachers not outside consultants
- o ongoing inservice rather than the 14 hrs. per year--as perceived by teachers to meet their needs and assist them in long-range planning for students
- o new teaching techniques to help motivate learners
- o current content area innovations to adapt instruction to learner needs
- o teaching of reading on secondary level--interdisciplinary--not as a separate subject. Content area teachers including the foreign language teachers would plan student programs focusing on reading skills.
- o individualized and personalized programs for the elementary student
- o metric education to orient students to metric measurement
- o development of bilingual curriculum and instructional materials to meet the needs of students who speak English as a second language.
- o behavior modification techniques and special programs for disruptive students
- o orientation of new teachers to meet the needs of students with different learning styles
- o materials for adult students
- o information related to teacher rights and student rights
- o mainstreaming; to assist teachers in planning programs for the handicapped child placed in regular classes for instruction
- o classroom management techniques that will insure student achievement and success.

FOR THE TEACHER WITH STUDENTS IN SPECIAL EDUCATION

- programs that highlight child abuse and neglect
- mainstreaming; working with students attenting regular classes
- sign language
- behavior problems; dealing with individual problems in the classroom
- new resources; using new resources in individual education programs with the retarded
- study of the trend toward de-institutionalization, evaluating potential of individual to continue to grow and develop
- handicapped learners in occupational areas

OTHER PROFESSIONAL DEVELOPMENT PROGRAMS THAT WERE IDENTIFIED INCLUDE THE FOLLOWING:

- a teacher center
- programs for the burned-out teacher
- P.L. 94-142 - Federal and state laws governing the education of the handicapped; writing IEP's

- o exploration of tools related to teaching such as CPR, and the use of A-V equipment
- o basic skills competency testing and requirements
- o programs that will improve teacher morale
- o incentives for teachers at the top of the salary schedule to renew themselves
- o released time during the school day
- o an individualized, broader-based approach
- o activities that are intellectually stimulating, relevant and provide a feeling of unity
- o great comprehensiveness
- o since we do not have any, any type of inservice program would be welcome
- o community relations
- o teacher to teacher communications
- o legislation and the school
- o result oriented activities for teachers

All local presidents agree that inservice education programs for teachers should include teachers in the planning, governance and implementation.

for copies of needs assessment packet request TCRE # 6